



ST ANDREW'S
CATHEDRAL SCHOOL

Life Giving Learning

PASSION AND PURPOSE

Academic Excellence

HSC AND IB DIPLOMA PROGRAMME:
CELEBRATING OUR STUDENTS' ACHIEVEMENTS IN 2025



Real excellence is quiet long before it becomes visible.

To be the 140th graduating cohort of St Andrew's Cathedral School is not a small thing. It is to stand in a long line of young people shaped by this place, its rhythms, its values, its faith and its commitment to learning and to one another. But it is also to carry the responsibility of charting a future none of the previous 139 cohorts could have imagined.

This brochure offers a window into what that formation looks like. In these pages, you will see the breadth of opportunities available to our young people, the richness of their learning and the many ways they grow – intellectually, creatively, physically and personally. You will gain a sense of who they become when they are trusted, stretched, supported and known.

Our 140th cohort demonstrates that so clearly.

Throughout their schooling, they faced pressures and disruptions that required far more than academic diligence. They learned to adapt, to persist, to find courage when the familiar gave way to the uncertain. Their journey reminds us that strength is often forged quietly, and that resilience grows not from avoiding difficulty, but from moving through it with integrity.

The 2025 graduating class reveal that legacy is not simply tradition preserved, but tradition lived, renewed each year in the character of our students. They have brought great breadth to that legacy: scholarship of the highest standard, creativity expressed with conviction, leadership grounded in service, sporting excellence shaped by teamwork and a deep sense of responsibility for one another.

This brochure celebrates that breadth because it reflects the education we believe in.

Our 140th cohort also achieved exceptional academic outcomes across both the HSC and International Baccalaureate Diploma Programme.

Behind every statistic, however, is a student who discovered their capability. Behind every achievement is a teacher who offered not only expertise, but wisdom, encouragement and unwavering care. And behind each graduate stands a family who has championed them with love and hope.

It has been a privilege to witness this cohort grow. They leave with the confidence that comes from hard work, the humility that comes from being part of something larger than themselves and the sense of purpose that forms when a community invests deeply in its young people.

Their story now becomes part of our 140-year legacy, and part of what will shape the generations still to come.

Dr Julie McGonigle
Head of St Andrew's Cathedral School

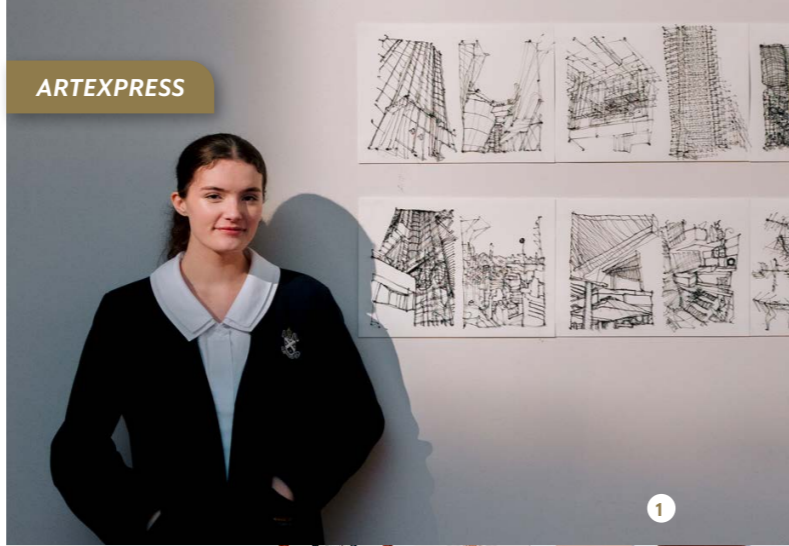
Our record number of HSC nominations

ARTEXPRESS is an annual series of exhibitions of exemplary artworks created by NSW Visual Arts students for the HSC examination.

1. Alice Eager
2. Ruby Daley (SELECTED)
3. Harper Scilly (SELECTED)

ENCORE is a showcase of outstanding music performances and written compositions from HSC Music students.

4. Joshua Chin - Performance
5. Amali Cooray - Performance
6. Emily Dries - Performance (SELECTED as reserve)
7. Elijah Gilchrist - Performance
8. Liam Sullivan - Performance
9. Ryan Sim - Performance
10. Natasha Wai Shan Chunv - Performance, Composition
11. William Bootes - Performance, Composition
12. Riley Dunlop - Composition
13. Amelia Woodyatt - Composition



The nominations continue...

OnSTAGE (Group and Individual) is a presentation of stand-out performances and projects by HSC Drama students.

1. Group Performance - *Pandora*
Hugo Carrig, Emily Dries, Joshua Rumsby, Erin Winsbury, Lachlan Yap
2. Group Performance - *The Truth is out there?*
Kai Buck, Ilia Campbell, Isaac Donlevy, Leroy Mills, Harper Scilly
3. Individual Performance - Harper Scilly
4. Individual Performance - Joshua Rumsby
5. Individual Project - Kai Buck

SHAPE is an annual exhibition of exceptional major projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students.

6. Dennis Cosmetatos
7. Riley Dunlop
8. Joe Foster
9. Xinyi Lin
10. Kiera Munzone
11. Max Nairn
12. Sofia Stevens





Pictured: 2024-2025 School Captains, Isaac Wong and Ilia Campbell

Snapshot of our Year 12 2025 HSC and IB Diploma Programme academic results

From a cohort of 176 students

14%	23%	42%	22%	24%
Achieved an ATAR of 97 or higher	Achieved an ATAR of 95 or higher	Achieved an ATAR of 90 or higher	of all HSC bands were a Band 6 (highest band)	of all IBDP grades were a Grade 7 (highest grade)

Our highest overall achievers by ATAR were:

99.95 Indigo Parry-Husbands	99.7 Veer Karan Anu Villa Susheel Kumar	99.7 Riley Gordon	99.25 Tuguldur Gansukh
99.1 Isaac Ash	99 Max Sharp	98.75 Madeline Cottier	98.55 Suha Amirali
98.55 Ellie-Maria Angelinou	98.55 Elodie Jackson	98.55 Sophia White	98.25 Alannah Carey
98 Maciej Jablonski	98 Julia Smith	98 Scarlett Swanson	97.8 Oscar Dance
97.8 Thomas Langford	97.8 Darcy Redican	97.8 Ruby Thompson	97.7 Arabella Simpson
97.5 Ruby Daley	97.5 Joshua Chin	97.25 Name withheld	97.15 Abigail Clark
96.9 Alice Eager	96.55 Nakul Nair	96.45 Mia Lloyd-Jones	96.45 Harrison Booth

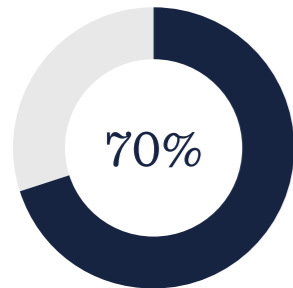
HSC HIGHLIGHTS

97.8

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

Excellent results from our HSC cohort with exceptional individual stories of students showing strong character to persevere through adversity. An excellent 70% of grades were Band 5s and 6s. Congratulations HSC class of 2025.

Veer Karan Anu Villa Susheel Kumar is the HSC Dux, achieving an ATAR of 99.7, band 6s across all of his subjects, including a final mark of 99 in Mathematics Extension 1, 96 in Mathematics Extension 2 and 96 in Physics.



GRADES AT
BAND 5s OR 6s



SHOWCASE
NOMINATIONS



DISTINGUISHED
ACHIEVEMENTS

TOP ACHIEVERS

NAME	ATAR	NAME	ATAR
Veer Anu Villa Susheel Kumar	99.7	Amelia Woodyatt	94.15
Tuguldur Gansukh	99.25	Amali Cooray	94
Max Sharp	99	Cooper de Sousa	94
Alannah Carey	98.25	Heng Yu	93.9
Arabella Simpson	97.7	Sophia Sidhu	93.6
Ruby Daley	97.5	Charles Bennett	93.35
Joshua Chin	97.5	Sofia Stevens	93.2
Name withheld	97.25	Owen Potas	92.4
Abigail Clark	97.15	Dean O'Mahony	92.2
Alice Eager	96.9	Cydney Sadler	92.05
Mia Lloyd-Jones	96.45	Ilia Campbell	91.85
Harrison Booth	96.45	Marley Patterson	91.65
Ruby Burton	96.3	Charlotte Howe	91.5
Joseph Elgar	95.4	Harper Scilly	91.3
Nathan Williamson	95.1	William Hodgson	90.4
Samuel Gilligan	94.25	Benjamin McDermott	90.1
Hugh Glassock	94.15	Madeline Cope	90.1

TOP ALL-ROUNDERS (Band 6s in 10 or more units of study)

- **Veer Karan Anu Villa Susheel Kumar**
- **Ruby Burton**
- **Mia Lloyd Jones**
- **Name withheld**

TOP ACHIEVERS (Top 10 in the State for an individual subject)

- **Max Sharp** 12th in State for Modern History
- **Arabella Simpson** 7th in State for Engineering
- **Sofia Stevens** 3rd in State for Spanish Continuers

TOP ACHIEVERS (99 or 100% in a course)

- **Alannah Carey** English Extension 1
- **Name withheld** Mathematics Extension 1
- **Veer Karan Anu Villa Susheel Kumar** Mathematics Extension 1
- **Joshua Chin** Music Extension
- **Amaali Cooray** Music Extension
- **Ryan Sim** Music Extension

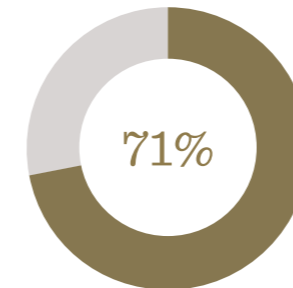
IBDP HIGHLIGHTS

99.17

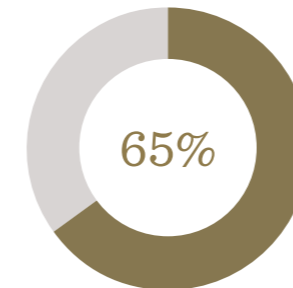
AVERAGE ATAR FOR
TOP 10% OF STUDENTS

2025 was an excellent year for our IB Diploma Programme students. An outstanding 71% achieved an ATAR over 90, with 44% achieving an ATAR over 95 and 29% achieving an ATAR of 97 or above.

Indigo Parry-Husbands is our IB Dux, attaining a score of 45/45 (equivalent 99.95 ATAR). **Riley Gordon** also achieved an outstanding score of 44/45 (equivalent 99.75 ATAR).



STUDENTS WHO RECEIVED
IB SCORES > 90 ATAR



IBDP SCORES THAT
WERE 6s AND 7s



MEDIAN ATAR

TOP ACHIEVERS

NAME	IB SCORE / ATAR*	NAME	IB SCORE / ATAR*
Indigo Parry-Husbands	45 / 99.95	Jasper Renouf	39 / 95.75
Riley Gordon	44 / 99.7	Thomas Watson	39 / 95.75
Isaac Ash	43 / 99.1	Isaac Wong	39 / 95.75
Madeline Cottier	42 / 98.75	Henry Souter	38 / 95
Suha Amirali	42 / 98.55	Qianyan Lai	38 / 94.75
Ellie Angelinou	42 / 98.55	Name withheld	38 / 94.75
Elodie Jackson	42 / 98.55	Theo McGonigle	38 / 94.75
Sophia White	42 / 98.55	Oliver Murchison	38 / 94.75
Maciej Jablonski	41 / 98	Aiden Herman	37 / 93.95
Julia Smith	41 / 98	Jamie Spittle	37 / 93.95
Scarlett Swanson	41 / 98	Pinn Yan Lay	37 / 93.7
Oscar Dance	41 / 97.8	Name withheld	37 / 93.7
Thomas Langford	41 / 97.8	Name withheld	37 / 93.7
Darcy Redican	41 / 97.8	Adrian Yip	37 / 93.35
Ruby Thompson	41 / 97.8	Michaela Riedel	36 / 92.3
Nakul Nair	40 / 96.55	Eva Dewar	35 / 91.05
Harry Alscher	39 / 95.75	Thomas Walter	35 / 90.6
Owen Davies	39 / 95.75	Name withheld	35 / 90.6
Alexandra Doulgeris	39 / 95.75		

*ATAR Equivalent

SUBJECT HIGHLIGHTS

The following subjects achieved 100% Grade 7s:

- **German B HL and SL**
- **Music HL**
- **Sports Exercise Health Science SL**

The subjects above and below also achieved 100% Grade 6s and 7

- **English Literature HL**
- **English Literature SL**
- **Environmental Systems and Societies SL**
- **Chinese B SL**
- **Japanese Ab Initio SL**
- **Global Politics SL**
- **Psychology HL**
- **Biology HL/ SL**
- **Chemistry HL**
- **Philosophy HL**
- **Physics HL**

SL = Standard Level HL = Higher Level





Ilia Campbell

“I knew that this was the place I wanted to be and that love only grew.”

When did you join St Andrew's Cathedral School? What was your first impression?

The moment I first walked through the doors in Year 5, I was welcomed with open arms. I knew that this was the place I wanted to be and that love only grew. I became immersed in every opportunity I could find, every music ensemble and drama production and at every step I felt supported, encouraged and seen for who I truly was.

You are now School Captain. When did you start to develop your leadership skills at St Andrew's Cathedral School?

When I first came to the School I didn't feel like a leader at all. I was shy but on my first day, a girl in my class, who is now one of my best friends, came up to me and asked if I wanted to sit with her. It was a simple, seemingly effortless action, but it opened my eyes to how even the smallest actions can make such a huge difference in someone's life. I started looking for

opportunities where I could go out of my way to help others and I got involved in as many co-curricular opportunities as I could. But it was only when I was given the role of School Captain that I realised these actions I had taken without even thinking had not gone unnoticed.

What are some highlights from your time?

I discovered my love of performing during The Major Drama Production *Treasure Island* and the 2024 Musical *The Little Mermaid*. This year's European Music Tour deepened my love for music, strengthened friendships and reminded me of everything I treasure about both the School and music.

What do you hope to do next year and in your future?

I would love to continue performing, and I'm currently auditioning for acting and musical theatre courses at a few

universities. I also hope to pursue teaching, because I love being able to contribute to someone else's story.

ATAR: 91.85 (HSC)

SUBJECTS: Drama, English Advanced, Society and Culture, Mathematics Advanced, Music 2, Music Extension

CO-CURRICULAR (YEARS 10-12): 2025 European Music Tour, Music Scholar, Sinfonia, Chamber Strings, Senior Choir, Symphony Orchestra, Chamber Choir, Girls Vocal Ensemble, Chapel Band, 2023 Italy Music Tour, Senior Drama Production 2023: *The Madwoman of Chaillot*, Major Drama Production 2025: *Treasure Island*, Senior Drama Production 2024: *Robin Hood*, Girls Vocal Ensemble, School Musical 2024: *The Little Mermaid*, Netball, HICES Music Camp

LEADERSHIP: School Captain 2024-2025

Alannah Carey

“St Andrew's Cathedral School's coeducational environment has helped broaden my outlook of the world.”



When did you join St Andrew's Cathedral School?

I joined the School in Year 11 (2024). Everyone was really welcoming and genuine: staff and students. During the welcome assembly, Dr McGonigle prayed for all the new students to be grafted into the School community, and I really felt as if everyone was actively putting in the effort around me to make this happen. This impression hasn't changed—everyone is genuinely so nice! Everyone is so happy and grateful to be a part of the School and to be spending time with each other.

How has attending the School challenged your outlook/view of the world?

Transferring from a single-sex school to St Andrew's Cathedral School's coeducational environment has helped broaden my outlook of the world. Hearing male perspectives in class discussions and lunchtime conversations normalises collaboration between boys and girls. In a

single-sex environment it's easy for the male opinion to be assumed and generalised, whereas in a coeducational environment we are more understanding of the opposite gender because they are tangible individuals; we are each other's peers and friends. This environment is thereby much more indicative of the post-school world—particularly university and workplace settings—so I think this exposure to an increased range of perspectives has challenged my worldview in an important and exponentially beneficial way.

When you go to school each day what do you most look forward to?

I look forward to being productive and working towards my goals alongside both staff and students who want me to do my best.

What do you hope to do next year and in your future?

Next year I hope to study Law, probably coupled with Art to give me the flexibility to further my interests in Legal Studies, English and History. Long-term I'm looking to practice as a civil law barrister and pursue becoming an author.

ATAR: 98.25 (HSC)

SUBJECTS: Legal Studies, English Extension, English Advanced, Ancient History, NSWOL Italian Continuers, History Extension

CO-CURRICULAR (YEARS 10-12): ISDA Debating, Oxford Schools BP Debating Competition (Australia and New Zealand) 2024 Preliminary Round Finalist, Harvard World Schools Debating Competition (Australia and New Zealand) 2024 Preliminary Round

LEADERSHIP: York House Officer



Joshua Chin

“I have enjoyed the challenge of overcoming my fears which has made me become a better version of myself.”

You are Vice Captain. Has being a leader developed your character? In what ways?

I was privileged to be a part of the Middle School Leadership team in Year 9 and that experience helped to cultivate a servant-hearted attitude towards leadership. In what feels like a very short amount of time in this role, I have enjoyed the challenge of overcoming my fears which has made me become a better version of myself. Serving the School community by putting others first has also broadened my worldview and helped me see things from a different perspective.

What is your proudest achievement at the School so far?

I am proud that I have managed to consistently achieve academic excellence. I am also grateful that the School has provided me the opportunities to perform, from assemblies to school musicals.

Do you have a few lasting memories you'd like to share?

Part of what makes the School experience so unique is its Outdoor Education programme. I don't think I will ever forget the memories made on the various school camps I have been on over the years. This is especially true of the Year 10 Kosi Coast expedition where it was raining so heavily that we had to change our plans and find shelter in a small church hall instead of the usual tents. Although it was a bit cramped with 30 odd people, it was so warm and cosy that night, I don't think I had ever slept as soundly before!

What do you hope to do next year and in your future?

I am planning to do a double degree of Engineering and Music at UNSW and hopefully combine these two differing subjects into something I will enjoy doing in the future and beyond.

ATAR: 97.5 (HSC)

SUBJECTS: Chemistry, Physics, English Advanced, Mathematics Advanced, Mathematics Extension, Music, Music Extension

CO-CURRICULAR (YEARS 10-12): Symphony Orchestra, Senior Choir, Jazz Orchestra, Jazz Combo, Summer Volleyball, Chamber Groups, Sydney Eisteddfod

LEADERSHIP: School Vice Captain



Amali Cooray

“Leadership doesn't always involve being the loudest voice in the room, but involves listening, supporting others and leading by example.”

What's the best part about going to St Andrew's Cathedral School for you?

For me, the most special part about the School has always been its people and sense of community. The staff are incredibly dedicated, however achieve a perfect balance between professionalism, and their genuine care for students.

What is your proudest achievement at the School so far?

My musical growth. I was fortunate enough to receive a music scholarship to the School, and the support of the incredible music staff, along with life-changing opportunities, has completely transformed my relationship with music. Through participating in many ensembles, chamber groups and classroom music at the School, I have come to understand that music is far more than notes on a page. It is a powerful form of art, capable of expressing any emotion the performer desires. This realisation ignited a new passion in me,

motivating and inspiring me to work hard—not simply to achieve results, but out of a genuine love for the music itself.

You are House Captain of Hereford. Any highlights?

Being a House Captain means truly getting to know and support the students in your House, while also helping to coordinate major events. I've really enjoyed the opportunity to collaborate with students across different year groups, and it's also helped me build even stronger connections with those in my own year.

When did you start to develop your leadership skills at St Andrew's Cathedral School?

I was naturally a very quiet, reserved student. But as I became more involved in different areas of School life—particularly through music, group projects and eventually leadership—my confidence gradually began to build. It was an

important lesson for me that leadership doesn't always involve being the loudest voice in the room, but involves listening, supporting others and leading by example.

What do you hope to do next year and in your future?

I hope to begin a degree in Music Performance, specialising in flute, ideally at the Sydney Conservatorium of Music.

ATAR: 94 (HSC)

SUBJECTS: Biology, English Advanced, Society and Culture, Music, Music Extension, Mathematics Standard

CO-CURRICULAR (YEARS 10-12): Netball, ISA Cross Country, ISA Athletics, Sinfonia, Wind Symphony, Senior Choir, Symphony Orchestra, School Musical 2024: *The Little Mermaid*, 2023 Italy Music Tour, 2025 European Music Tour, Music Scholar

LEADERSHIP: Hereford House Captain

IB Dux

Indigo Parry-Husbands

“I learnt the value of showing up and getting involved.”



When you go to school each day what do you most look forward to?

I'd be lying if I said anything other than the customary recess coffee run.

You are now a Prefect. When did you start to develop your leadership skills at the School?

When I was in Year 9, I managed to wrestle my way into the Firsts Girl's Water Polo team. Immediately after, every single Senior College player dropped out or graduated. As such, I got to watch our current team grow from the ground up – and what a team they are, with four straight seasons of medal finishes! It taught me the value of showing up and getting involved, and I'm so grateful for everyone who's helped make that team what it is today.

Has being a leader developed your character? In what ways?

I think I've learnt the importance of listening

to a range of voices and opinions. We need different perspectives to create meaningful ideas and stay grounded in the real world.

Did you bring any particular skills to senior studies from undertaking the MYP in Middle School?

I moved to the School in Year 8, and immediately found that the rounded, practical and worldly focus of the MYP far more conducive to my learning than previous systems, and I discovered subject areas I remain passionate about today.

What's your favourite IB subject. Why?

So hard to pick a favourite! I've actually really enjoyed the Theory of Knowledge (TOK) course. I'd describe TOK as the study of how we think, and it's been really interesting to learn about and research different perspectives. Ms Reeves has been amazing mentor – she always took the time to give us amazing, personalised feedback, even when she was once away doing an Ironman race!

What do you hope to do next year and in your future?

Next year I hope to study Law and Environmental Science.

IBDP score: 45 | **ATAR:** 99.95
SUBJECTS: Theory of Knowledge, Environmental Systems and Societies SL, Mathematics Analysis and Approaches SL, Global Politics HL, Spanish ab SL, Visual Arts HL, Language and Literature HL

CO-CURRICULAR (YEARS 10-12): Waterpolo 1st, Cross Country, Athletics, Mock Trial

LEADERSHIP: School Prefect



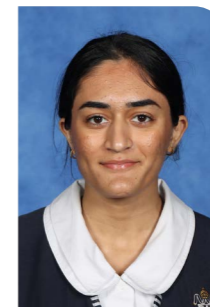
RILEY GORDON (IB)
IBDP score: 44 | **ATAR:** 99.7
SUBJECTS: Business Management HL, Spanish B SL, Mathematics Analysis and Approaches SL, Theory of Knowledge, Global Politics HL, Language and Literature HL, Sports Exercise and Health Science SL

CO-CURRICULAR (YEARS 10-12): Netball, Project Catalyst

GREATEST IMPACT: The friendships I have found and the supportive and inclusive culture of the School.

PROUDEST MOMENT: Getting academic honours throughout all of High School.

FUTURE PLANS: Go to university in Queensland and study Law.



SUHA AMIRALI (IB)
IBDP score: 42 | **ATAR:** 99.1
SUBJECTS: Business Management HL, Spanish B SL, Environmental Systems and Societies SL, Biology HL, Mathematics Analysis and Approaches SL, Theory of Knowledge, Language and Literature HL

CO-CURRICULAR (YEARS 10-12): Squash team, Project Catalyst

FUTURE PLANS: UNSW Bachelor of Commerce.

GREATEST IMPACT: Environmental Systems and Societies Camp because I made new friends.

PROUDEST MOMENT: Getting Academic Honours for all semesters since Year 7.



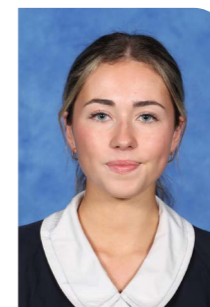
ELLIE ANGINOU (IB)
IBDP score: 42 | **ATAR:** 98.55
SUBJECTS: Spanish B SL, Mathematics Analysis and Approaches SL, Language and Literature HL, Theory of Knowledge, Psychology HL, Business Management HL, Sports Exercise and Health Science SL

CO-CURRICULAR (YEARS 10-12): Football 1st

GREATEST IMPACT: The camps were super fun. Despite being scared the first time back in Year 7, they have allowed me to take a break from the city and enjoy nature. They gave me an opportunity to clear my head from the everyday pressures of School.

PROUDEST MOMENT: My proudest moments were during SACS factor and Make Off in Year 11 and 12, where I got to see my entire House together working towards a common goal and seeing all of our efforts pay off to create something.

FAVOURITE MEMORY: My favourite memory was Horse Camp in Year 10.



ELODIE JACKSON (IB)
IBDP score: 42 | **ATAR:** 98.55
SUBJECTS: Biology SL, Language and Literature HL, Theory of Knowledge, Spanish ab SL, Visual Arts HL, Psychology HL, Mathematics Applications and Interpretation SL

CO-CURRICULAR (YEARS 10-12): Netball

GREATEST IMPACT: The camps were a good opportunity to bond with my friends and to try out new experiences.

PROUDEST MOMENT: Getting First in Psychology and Mathematics at the 2024 Awards Assembly.

ADVICE TO FUTURE STUDENTS: To try out more co-curriculars.



MADDIE COTTIER (IB)
IBDP score: 42 | **ATAR:** 98.75
SUBJECTS: Spanish B SL, Theory of Knowledge, History HL, Global Politics HL, Mathematics Applications and Interpretation SL, Biology SL, Language and Literature HL

CO-CURRICULAR (YEARS 10-12): Netball, Volleyball, Peer Support

GREATEST IMPACT: House experiences, particularly Make Off and SACS Factor since they provided me with the opportunity to get closer with different years and bond with my House.

FAVOURITE MEMORY: I have enjoyed my entire time at St Andrew's Cathedral School, but in particular, my time in Year 11 and 12, and in the IB have been extremely fun.

ADVICE TO FUTURE STUDENTS: Embrace every opportunity and things will work out. Keep trying hard in school.



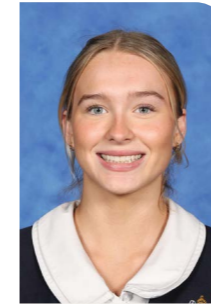
SOPHIA WHITE (IB)
IBDP score: 42 | **ATAR:** 98.55
SUBJECTS: History HL, Literature HL, Theory of Knowledge, Spanish ab SL, Psychology HL, Environmental Systems and Societies SL, Mathematics Applications and Interpretation SL

CO-CURRICULAR (YEARS 10-12): Major Drama Production 2025: *Treasure Island*, Sport Climbing Trip – Nowra, Mock Trial, School Musical 2024: *The Little Mermaid*, Senior Drama Production 2024: *Robin Hood*, Girls Vocal Ensemble, Fencing Epee Team, Peer Support,

GREATEST IMPACT: Every Drama Production – the skills I developed from drama including public speaking and improvisation are nothing compared to the sense of community and joy that come from the Drama Productions.

PROUDEST MOMENT: Winning Start Up in Year 8 or learning how to ski on Snow Camp.

ADVICE TO FUTURE STUDENTS: Ask far more questions while you have teachers that really care for you and do as many extra-curriculars as possible



RUBY THOMPSON (IB)
IBDP score: 41 | **ATAR:** 97.8
SUBJECTS: Business Management HL, Language and Literature HL, Environmental Systems and Societies SL, Biology HL, Theory of Knowledge, Spanish ab SL, Mathematics Applications and Interpretation SL

CO-CURRICULAR (YEARS 10-12): Swim Team

FUTURE PLANS: University of Sydney to study a Bachelor of Medical Science.

GREATEST IMPACT: SACS Factor was really fun and the whole process was very enjoyable.

ADVICE TO FUTURE STUDENTS: To try more activities.



OSCAR DANCE (IB)
IBDP score: 41 | **ATAR:** 97.8
SUBJECTS: Theory of Knowledge, Psychology HL, Mathematics Analysis and Approaches SL, Spanish ab SL, Language and Literature HL, Business Management HL, Sports Exercise and Health Science SL

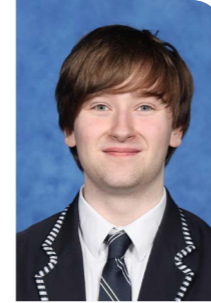
CO-CURRICULAR (YEARS 10-12): Football 2nd XI Boys, Cricket

FUTURE PLANS: Football 2nd XI Boys, Cricket.

GREATEST IMPACT: Rugby because it was a community that I will never forget.

PROUDEST MOMENT: Getting to the Final in Year 7 for Cricket.

ADVICE TO FUTURE STUDENTS: Get involved and start things early.



THOMAS LANGFORD (IB)
IBDP score: 41 | **ATAR:** 97.8
SUBJECTS: Theory of Knowledge, Psychology HL, Language and Literature SL, Japanese ab initio SL, Computer Science HL, Business Management HL, Mathematics Analysis and Approaches SL

CO-CURRICULAR (YEARS 10-12): Fencing Winter U19 Rep, Makerspace, Fencing Summer, Saxophone, Wind Symphony, UNSW ProgComp, Da Vinci Decathlon

GREATEST IMPACT: Forming connections with my friends through group activities.

PROUDEST MOMENT: This is not a single moment but becoming a person that I am proud of. I am happy with who I have become over the last six years, and the experience and culture at St Andrew's Cathedral School influenced my growth. I know that I am not perfect, but I think that overall, I am proud of myself.

ADVICE TO FUTURE STUDENTS: It is okay to value academics, but it is also okay to just relax a little bit and stop applying so much pressure.



MAX SHARP (HSC)
ATAR: 99
SUBJECTS: Legal Studies, Modern History, Mathematics Standard, English Advanced, Economics, History Extension

CO-CURRICULAR (YEARS 10-12): Football U15, Football U16, Touch Football 1st, AFL

FUTURE PLANS: Bachelor of Laws or Business.

GREATEST IMPACT: Make off because it was impactful in a collaborative environment and SACS factor pushed me out of my comfort zone.

PROUDEST MOMENT: Get involved.



ARABELLA SIMPSON (HSC)
ATAR: 97.7
SUBJECTS: Software Engineering, English Advanced, Mathematics Advanced, Mathematics Extension, Physics, Engineering Studies

CO-CURRICULAR (YEARS 10-12): Hockey 2nd, Makerspace, Girls Vocal Ensemble, Rowing, Da Vinci Decathlon, UNSW Cupcake Programming Competition, 2025 PyConAU Student Showcase, Rowing

GREATEST IMPACT: Makerspace was a great supporting community of likeminded makers I've befriended and a great space for a variety of projects.

FAVOURITE MEMORY: Horse Camp in Year 10, an absolutely wonderful week in the Victorian countryside, and the most comfortable camp I've been on by far.

ADVICE TO FUTURE STUDENTS: Stop procrastinating! All those daunting assessments were much less difficult than I thought, and would have been much easier if I'd started them on time.



Isaac Ash

“The most significant difference on my outlook came from Philosophy class.”

Has attending St Andrew’s Cathedral School changed your outlook on life? If so, in what way?

The most significant difference on my outlook came from Philosophy class, allowing me to develop my beliefs, and to see the strengths of other arguments (as well as the many weaknesses). The biggest individual transformation in my beliefs is probably my increasing, although not absolute, belief in effective altruism—that I must do the most possible good.

How has your faith been challenged or transformed by attending the School?

I think it is my view of other people’s faith that has been transformed. When I think of someone holding a belief, I try to think of the best person I know who holds that belief. St Andrew’s Cathedral School has given me so many examples of deeply moral, smart people of faith that I now aspire to think of when I think of Christians.

What do you most look forward to each day at St Andrew’s Cathedral School? What makes it special?

The people. I doubt I could have found such an eclectic yet perfect group of people I am proud to call friends anywhere else. Maybe the city air changes us...

Do you have a few lasting memories of St Andrew’s Cathedral School?

In Year 11, I debated in the Senior A Debating team. We made it to octofinals, and I still remember our third speaker getting up and giving a speech that was funny and effective. Afterwards, it was over. I was sad because we were a great team that would never debate again because half the team was graduating. But I am happy to have had the opportunity to do it in the first place.

What do you hope to do next year and in your future?

Next year, I want to study Pure

Mathematics and Computer Science at UNSW. After that, I’m conflicted...

IBDP score: 43 | **ATAR:** 99.1
SUBJECTS: Chinese B SL, Theory of Knowledge, Mathematics Analysis and Approaches HL, Computer Science HL, Philosophy HL, Literature SL, Global Politics SL

CO-CURRICULAR (YEARS 10-12): Fencing Summer, Fencing Winter, Debating, Makerspace, Senior Choir, Project Catalyst

LEADERSHIP: Fencing Captain

Maciej Jablonski

“I learnt to motivate others to act – an important skill in many positions of leadership.”



What is your proudest achievement at the School so far?

My own character development. I joined St Andrew’s Cathedral School in Year 10 and increasingly undertook goals that seemed just out of reach for me, only to find out that I could, in fact, accomplish them—even if I initially felt like I had no right even in making an attempt. I would have never expected this degree of confidence and ambition three years ago when I first joined the School.

You are House Captain of Westminster. When did you start to develop your leadership skills at St Andrew’s Cathedral School?

I think I started developing my leadership skills by joining the Debating team in Year 10. Since then I found myself in different leadership positions, such as being chosen as Deputy Editor-in-Chief of the student-run school magazine *OnCampus*. Whilst debate is not necessarily a leadership trait, I learnt to motivate others to act – an

important skill in many positions of leadership. Becoming House Captain provided an entirely new experience to me and the School allowed me to develop a leadership style uniquely authentic to me.

Is there a particular subject you most enjoy?

Despite only starting Philosophy as a school subject in Year 11, it has quickly become one of my favourites. We wrestle with complicated ideas and I find Dr Hall to be especially inspiring.

You are involved in a range of activities, including mock trial. Any highlights?

Getting into the elimination rounds for mock trial was a highlight. I also participated in the student-run school magazine, *OnCampus* and the ISDA debating competition, which was probably my favourite co-curricular activity. Achieving balance is not easy, but if you are passionate about the school subjects and co-curricular it almost comes naturally.

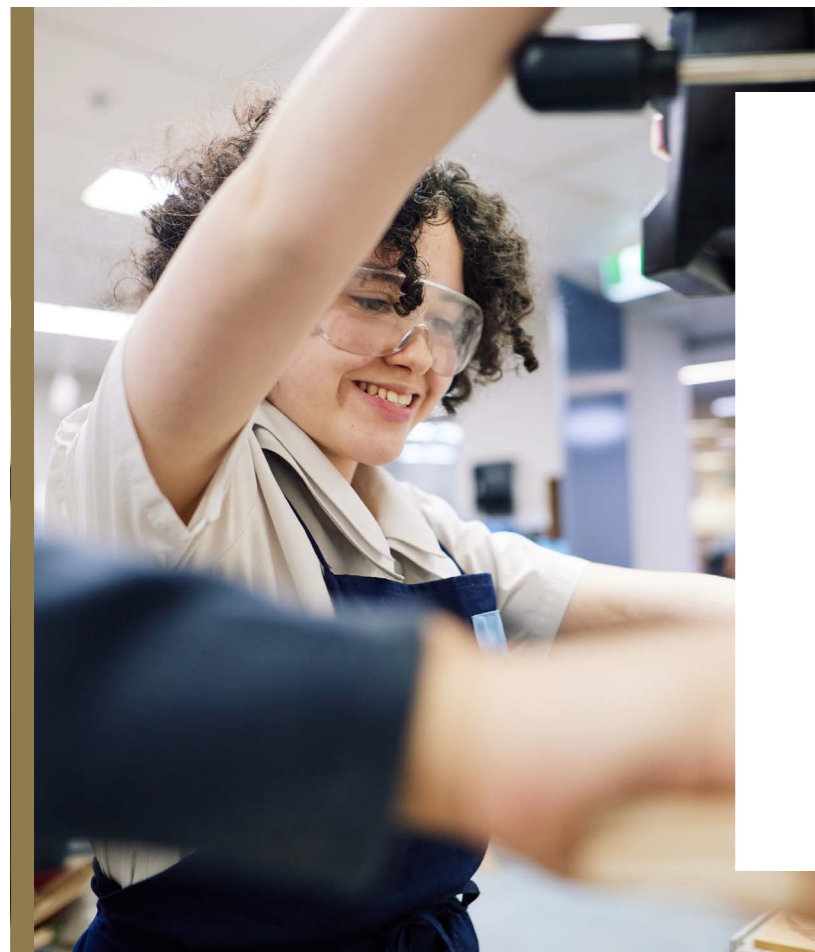
What do you hope to do next year and in your future?

I hope to study in Europe next year and complete a Philosophy, Politics and Economics degree.

IBDP score: 41 | **ATAR:** 98
SUBJECTS: Environmental Systems and Societies SL, Mathematics Analysis and Approaches SL, Theory of Knowledge, French B SL, Global Politics HL, Language and Literature HL, Philosophy HL

CO-CURRICULAR (YEARS 10-12): Volleyball Boys, Mock Trial, Debating, OnCampus, Soccer 2nd XII, Soccer B U17, Model UN

LEADERSHIP: Westminster House Captain



Darcy Redican

“Design appeals to one of my personal core values, empathy.”

You are Design Captain. What does that involve? When did you start to develop your leadership skills at St Andrew’s Cathedral School?

As Design Captain, I try to support people in the design space wherever I can—whether that’s helping out in Makerspace on Friday afternoons or sharing resources I’ve found useful myself. I’ve also worked to make things a bit easier for future captains, helping open communication with IT around design software issues. My earlier roles in Peer Support and Project Catalyst taught me a lot about how to work with younger students, which definitely helps when mentoring in Makerspace. For me, leadership is mostly about being useful, approachable and making sure other people can get the most out of the space.

What are your favourite subjects?

My two favourite subjects are Design and Technology and Philosophy. Design appeals to one of my personal core values, empathy. It’s fundamentally about identifying real human problems and helping solve them. However, Philosophy has been crucial for helping me understand what others think and the world in general. It’s not just abstract ideas, but how they have been used in different contexts, their implications and assumptions that matter ... it’s helped me clarify my own convictions and how they shape what I believe in other areas of life.

What do you hope to do next year and in your future?

I plan to study Product Design or Mechanical Engineering.

IBDP score: 41 | **ATAR:** 97.8

SUBJECTS: Mathematics Analysis and Approaches SL, Theory of Knowledge, Physics HL, French B SL, Design Technology HL, Language and Literature SL, Philosophy HL

CO-CURRICULAR (YEARS 10-12):

Mock Trial, Sydney Philosothon, Ethics Olympiad, Symphony Orchestra, Girls Vocal Ensemble, Art Enrich, Makerspace

LEADERSHIP: School Design Captain

Jamie Spittle

“The teachers treat the students with humanity, and the students see the teachers as people”



Has attending the School changed or challenged your outlook on life? If so, in what way?

I think the School has really helped me to understand how to adapt to things changing rapidly. We are given so many opportunities to serve and lead, and a big part of the learning that provides is how to be dynamic. Beyond school settings, I think it is a very important lesson to learn as life is forever changing.

What’s the best part about going to the School for you?

I think in many ways our School is very unique. Part of that comes from the location. I have never felt that the School is shut away from life. We constantly meet new people and see real issues at our doorstep. Everyone interacts within the community and there’s a great deal of respect. The teachers treat the students with humanity, and the students see the teachers as people. It makes the community warm, fostering that sense that everyone belongs and everyone has value.

You are now Service captain. What does that involve?

At its core it’s about figuring out how you can serve the community and encouraging the community to serve others.

You are involved in a wide range of activities, including Drama and Music. How do you achieve balance?

I think that balance is important even if it is sometimes a struggle. I think it’s important to get involved in as much as possible outside of school, as it allows you to switch off and make friends beyond the classroom. As long as you find the time to rest and learn to compartmentalise, everything works out for the best.

What do you hope to do next year and in your future?

I’m deeply passionate about storytelling and creating spaces where people can share their experiences and connect through empathy. I believe stories have the power to bring us closer together, fostering

understanding and community. I hope to pursue an Arts degree with a focus on film next year, and I’m looking forward to the journey ahead!

IBDP score: 37 | **ATAR:** 93.95

SUBJECTS: Biology SL, Spanish B SL, Mathematics Analysis and Approaches SL, Psychology HL, Literature HL, Theory of Knowledge, Music HL

CO-CURRICULAR (YEARS 10-12):

Major Drama Production 2025: Treasure Island, Winter Hockey 1st, Winter Hockey 2nd, Senior Choir, Mock Trial, School Musical 2024: The Little Mermaid, Senior Drama Production 2024: Robin Hood, Chamber Choir, Chapel Band, Hockey Summer U15, Girls Vocal Ensemble, Hockey Summer Senior, Philosothon, Vocal Tuition, Gateways 8, Ethics Olympiad, UN Youth Summit: Crisis Point

LEADERSHIP: School Community Service Captain



HSC Dux

Veer Karan Anu Villa Susheel Kumar

“I realised I had potential to do well if I applied myself”

What’s been the best part about going to St Andrew’s Cathedral School for you?

The School community—meeting all sorts of people and learning to form a well-connected, joyful friend group. House events are also a highlight: Make Off’s hectic yet enjoyable last-minute preparations, SACS Factor, the competitive spirit of the Athletics and Swimming Carnival and finally the opportunity to play against friends and people you may have never met in your favourite sports at Gala Day. Finally, there’s the great teachers who motivate us not just to study harder and achieve our goals but also encourage us to be better humans, all while having good banter along the way.

What is your proudest achievement at the School so far?

Year 11 was a formative time for me. I realised I had potential to do well if I applied myself. The satisfaction of doing well because of raw effort was a great feeling as was becoming Dux which showed me my capabilities and skills.

The Year 10 Kosi to Coast expedition was arguably a more impactful achievement. I found it to be challenging but extremely rewarding. It also deepened my connection to nature and made me feel hopeful about the years ahead.

What teachers have most inspired you?

Mr Williams, my Math teacher’s skills in math and multi-talented nature (his ability to teach math, know some physics and chemistry, bake, run marathons) is inspiring and motivates me to try new things even though I may not be the best in them. He also takes a lot of effort to ensure we understand concepts, and he always lightens the mood with jokes as well.

What do you hope to do next year and in your future?

Next year I hope to have started medical school looking to become probably a neuroradiologist and research into neurodegenerative diseases, prevention, potential cures and management.

ATAR: 99.7 (HSC)
SUBJECTS: Biology, Chemistry, Physics, English Advanced, Mathematics Advanced, Mathematics Extension

CO-CURRICULAR (YEARS 10-12): Squash Summer Team, ISDA Debating, Duke of Edinburgh



RUBY DALEY (HSC)
ATAR: 97.5
SUBJECTS: English Advanced, English Extension, Earth and Environmental Science, Biology, Visual Arts, English Extension

CO-CURRICULAR (YEARS 10-12): Major Drama Production 2025: Treasure Island, Hockey, Art Enrich

FUTURE PLANS: Gap year for doing short Art courses and building a portfolio and then a Bachelor of Fine Arts in Props and Effects in 2027 hopefully.

PROUDEST MOMENT: Finishing my Art Major Work.

ADVICE TO FUTURE STUDENTS: Push yourself out of your comfort zone more – talk to people and try new things, it will be worth it.



ABIGAIL CLARK (HSC)
ATAR: 97.15
SUBJECTS: Visual Arts, English Extension, English Advanced, Modern History, NSWOL German Continuers, History Extension, NSWOL German Extension

CO-CURRICULAR (YEARS 10-12): Hockey 1st XI, Mock Trial, Senior Choir, Model UN Youth Evatt Competition

FUTURE PLANS: Bachelor of Arts and Law.

GREATEST IMPACT: Mock Trial and Hockey because it allowed me to connect with younger years and be competitive.

PROUDEST MOMENT: Hockey 1sts Grand Final in 2024.



ALICE EAGER (HSC)
ATAR: 96.9
SUBJECTS: English Advanced, English Extension, Mathematics Standard, Visual Arts, English Extension, Biology

CO-CURRICULAR (YEARS 10-12): Peer Support, Squash, Community Service Team, Sewing Club, Art Club

FUTURE PLANS: Bachelor of Architecture at the University of Melbourne.

GREATEST IMPACT: 2024 European History Tour.

PROUDEST MOMENT: Be more organized and choose subjects your genuinely passionate about.



MIA LLOYD-JONES (HSC)
ATAR: 96.45
SUBJECTS: Business Studies, English Advanced, Mathematics Advanced, Mathematics Extension, Earth and Environmental Science, Economics, Science Extension

CO-CURRICULAR (YEARS 10-12): Football SACS Cup Girls, Football Girls 1st

FUTURE PLANS: Australian National University to study a double degree of Politics, Philosophy and Economic (PPE) and Economics.

GREATEST IMPACT: I thoroughly enjoyed my time on Horse Camp as I was surrounded by friends and horses amidst the Victorian outback. I loved getting to chat under the stars and make dinners every night!

FAVOURITE MEMORY: The continued experience of being amidst the city and having opportunities to make amazing friends from all over Sydney!



Scarlett Swanson

“I was, and continue to be, surprised by how friendly and helpful the student community is.”

When you go to school each day what do you most look forward to?

I most look forward to being in class with great teachers and classmates each day, learning new things and being challenged by new ideas and perspectives.

Do you have a story you'd like to share about your time here?

On my first day at the School, in Year 11, I was standing at the bus stop waiting to go to school and a fellow St Andrew's Cathedral School student came up to me and warmly introduced herself, recognising the uniform. I was, and continue to be, surprised by how friendly and helpful the student community is.

I was also fortunate to have the opportunity to row with the School, which renewed my love of rowing and allowed me to build new friendships while improving my skills.

Is there a particular subject you most enjoy? Why?

I enjoy Chemistry and Literature because they are both conceptually fascinating, and they have challenged me to be a better learner.

My Literature teacher Mr Sahlstrom has challenged me to participate in meaningful conversations and encouraged me to think critically for myself and to form my own opinions on texts.

My Chemistry teacher Ms Mestre has also inspired my interest in Chemistry. Her passion for the subject and ability to motivate me to improve has been really important.

What is your proudest achievement at the School so far?

After some challenges adjusting to senior Chemistry, I am proud of the progress I have made since Year 11, motivating me to continue to improve in this subject.

What do you hope to do next year and in your future?

I am still considering my options... but I hope to go to university and feel that my time at the School has prepared me for the next challenge - whatever that may be.

IBDP score: 41 | **ATAR:** 98

SUBJECTS: Mathematics Analysis and Approaches SL, Theory of Knowledge, Psychology HL, Literature HL, Spanish ab SL, Chemistry SL, Biology HL.

CO-CURRICULAR (YEARS 10-12): Rowing, Netball 2nd



HARRISON BOOTH (HSC)

ATAR: 96.45

SUBJECTS: English Advanced, Mathematics Advanced, Mathematics Extension, Physics, Engineering Studies

CO-CURRICULAR (YEARS 10-12): Water polo 1st, Swim Team

FUTURE PLANS: Gap year in the Navy and then Aeronautical Engineering at the University of Sydney.

PROUDEST MOMENT: Year 10 Kosi to Coast expedition.

ADVICE TO FUTURE STUDENTS: Have fun.



RUBY BURTON (HSC)

ATAR: 96.3

SUBJECTS: Visual Arts, Modern History, English Extension 1, Business Studies, English Advanced, Society and Culture, TVET Fashion and Design, English Extension 2

CO-CURRICULAR (YEARS 10-12): Netball, Rough Edges

FUTURE PLANS: UTS, Bachelor of Strategic Communications and Social and Political Sciences. Exchange in my second year, landing fashion internships.

ADVICE TO FUTURE STUDENTS: To give everything a go.

PROUDEST MOMENT: Canterbury's Make Off Stall, my three Major Works and my academic achievements.



JOSEPH ELGAR (HSC)

ATAR: 95.4

SUBJECTS: English Extension, Business Studies, English Advanced, Economics, Mathematics Advanced, Legal Studies

CO-CURRICULAR (YEARS 10-12): Touch Football 1st, Tennis 3rd

FUTURE PLANS: UNSW Bachelor of Commerce or UTS Bachelor of Business and Creative Intelligence.

GREATEST IMPACT: House events have been something I've looked forward to so we can come together and support each other as a community.

ADVICE TO FUTURE STUDENTS: School is more fun and rewarding when it gets more serious in Year 12 because you can see what you're capable of.



NATHAN WILLIAMSON (HSC)

ATAR: 95.1

SUBJECTS: Chemistry, Physics, English Advanced, Mathematics Advanced, Mathematics Extension

CO-CURRICULAR (YEARS 10-12): Squash 1st

GREATEST IMPACT: Gala Day was helpful to feeling connected to my house. Also, the addition of Squash as a sport option has led to me to play competitively out of school.

FAVOURITE MEMORY: Year 10 Formal.

ADVICE TO FUTURE STUDENTS: To enjoy the experiences that school provides.



Isaac *Donlevy*

*“I joined literally everything
I possibly could.”*

What’s the best part about going to St Andrew’s Cathedral School for you?

I am a very creative and expressive person, and the School has cultivated the perfect culture for people like me who take a passionate interest in the arts.

What is your proudest achievement at the School so far?

My proudest achievement has been my deep dive into being involved in the community. Despite joining in Year 11, by the end of Term 1 I had signed up for the Drama Tour, applied for a leadership opportunity, commenced rehearsals for the Senior Production, made it onto the Theatresports team, found myself in many incredible music ensembles and so much more. I joined literally everything I possibly could.

You’re Drama Captain. What does that involve?

As Drama Captain it’s my job to help promote and advocate for Drama and the

Performing Arts. I also encourage involvement in the various productions, curriculum Drama and Theatresports across all years.

What’s been a highlight for you in terms of performances at the School? Why?

The school’s Major Drama Production of 2025, *Treasure Island*. I played the villain ‘Long John Silver,’ and had such an awesome time. I treasured the bond created within the cast, and the opportunity to mentor and lead many of the younger students.

Do you have a few lasting memories of St Andrew’s Cathedral School/a story you’d like to share?

On my first day, no-one was shy of coming up and introducing themselves to me... halfway through day one I already felt right at home. I specifically remember walking into my first Drama class on that day where my whole class welcomed me straight away and I felt like I had found my people.

What do you hope to do next year and in your future?

I hope to pursue a career in the Performing Arts, with a particular focus on acting and theatre.

HSC

SUBJECTS: Mathematics Standard, Modern History, Drama, English Extension, English Advanced, Music, Studies of Religion

CO-CURRICULAR (YEARS 10-12):

Major Drama Production 2025: *Treasure Island*, Senior Theatresports, Senior Drama Production 2024: *Robin Hood*, Senior Choir, Sinfonia, Boys Vocal Ensemble, Wind Symphony, Chapel Band

LEADERSHIP:

School Drama Captain

Oliver *Frederick*

*“The Christian community
the School fosters here is
second to none.”*



If you think of yourself at the end of Primary School compared to now, how have you changed?

My experiences have helped me grow in confidence. I now have many amazing friends who have helped me grow so much in confidence as well as faith. I’ve also been encouraged to step outside my comfort zone and try new things.

What’s the best part about going to St Andrew’s Cathedral School for you?

The best thing about the School has to be the numerous opportunities. I joined drama ensembles for the first time, participated on the Year 10 Kosi to Coast expedition co-curricular sport and in School leadership.

What does being CRU Captain involve? What have you learned from being a leader?

First and foremost, myself and a group of other Christian students lead bible studies. I also get the honour of sharing God’s word

through talks and interviews in chapel, CRU and assemblies and prayer breakfasts. I also represent the student body at certain Christian events that the School gets invited to. Being a leader has probably been one of the biggest learning experiences I’ve had at the School.

How has attending St Andrew’s Cathedral School influenced your Christian faith?

The Christian community the School fosters here is second to none. Christian Development allows me to dive deeper into what I believe and why. Chapel is always super encouraging. Being surrounded by older peers and teachers who also shared the same faith as me was also encouraging, they taught me a lot, and their wisdom and guidance was so influential on my faith.

What do you hope to do next year and in your future?

After school I wish to return to the School

for a gap year to work as an Outdoor Education trainee. My hope is to go to university. I’d like to find a job that serves the public, like a nurse or a firefighter.

HSC

SUBJECTS: Mathematics Standard, Legal Studies, English Advanced, Modern History, Studies of Religion, Biology, History Extension

CO-CURRICULAR (YEARS 10-12):

Major Drama Production 2025: *Treasure Island*, Senior College CRU, Summer Water Polo, Winter Water Polo, School Musical 2024: *The Little Mermaid*, Senior Drama Production 2024: *Robin Hood*

LEADERSHIP:

School CRU Captain



Cadel Holmes

“My aim is to qualify for the 2026 World U20 Athletics Championships.”

What do you most look forward to each day?

Spending time with friends.

What is your proudest achievement at the School so far?

Coming first at the Australian All Schools Athletics Championship in Perth.

When did you get interested in high jump?

From an early age, at least four years old. I attended training sessions with my older brother from a young age.

How has the School supported your journey?

By allowing me flexibility to pursue my own training needs and reporting on my achievements to the School community.

Any coaches/mentors at the School who have been particularly supportive?

Mr Van Wachem has always been very

supportive, including attending the CIS dinner when I received a CIS Red award. Also, my piano teacher, Yuri Mavridis, who helped me complete my 8th Grade and who is a very inspiring and patient.

Any HSC subject you most enjoy?

Modern History because the content is engaging and because Mr Miller is an effective teacher.

How have you managed to juggle your sporting commitments with your HSC studies?

It is a challenge to juggle effectively. It requires taking the time to travel to and attend training, whether going to the athletics track or a gym close to home. Tiredness from training can make it more difficult to focus on work afterwards.

Do you have a few lasting memories of St Andrew's Cathedral School?

Attending the 2024 European History Tour, school camps and time with friends.

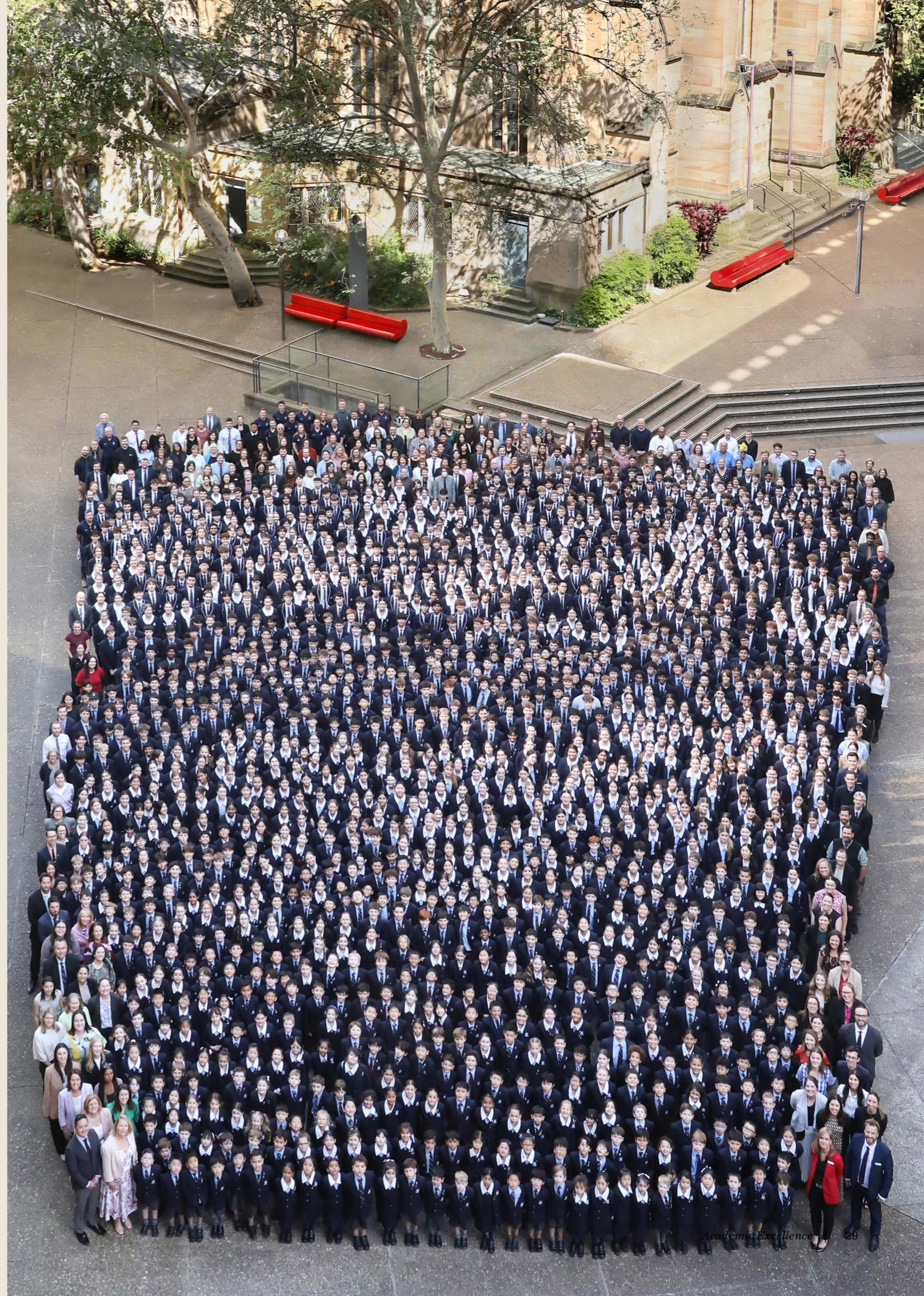
What do you hope to do next year and the future?

My aim is to attend university to study in the humanities and to try and qualify for the 2026 World U20 Athletics Championships.

HSC

SUBJECTS: English Advanced, Ancient History, Geography, Modern History, Society and Culture

CO-CURRICULAR (YEARS 10-12): Senior Choir, Football, Athletics ISA, Athletics CIS, Athletics All Schools NSW - 1st 2023 and 2025, Australian Athletics All Schools - 1st 2023, Australian Athletics Championships - 1st 2025



HSC SUBJECT HIGHLIGHTS

97.8

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

This points to the dedication and excellence of our teaching staff, which was matched by the commitment and discipline shown by this student cohort.

MUSIC AND DRAMA

- 100% of Music Extension students achieved a mark in the top performance band (E4/ Band 6)
- 100% of Music 1 students achieved a mark in the top two performance bands (Bands 5 and 6)
- 100% of Music 2 students achieved a mark in the top two performance bands (Band 5 and 6)
- 70% of Drama students achieved a mark in the top two performance bands (Bands 5 and 6)

LANGUAGES

- 100% of Korean Continuers students achieved a mark in the top performance band (Band 6)
- 100% of Polish Continuers students achieved a mark in the top performance band (Band 6)
- 100% of Chinese Continuers students achieved a mark in the top performance band (Band 6)
- 100% of Chinese Extension students achieved a mark in the top performance band (E4/ Band 6)
- 100% of German Extension students achieved a mark in the top performance band (E4/ Band 6)
- 100% of Chinese Continuers students achieved a mark in the top performance band (Band 6)
- 100% of French Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
- 100% of German Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
- 100% of Italian Beginners students achieved a mark in the top two performance bands (Bands 5 and 6)
- 100% of Italian Continuers students achieved a mark in the top two performance bands (Bands 5 and 6)
- 100% of German Extension students achieved a mark in the top two performance bands (Bands E3 and E4)
- 100% of Spanish Extension students achieved a mark in the top two performance bands (Bands E3 and E4)
- 100% of Italian Extension students achieved a mark in the top two performance bands (Bands E3 and E4)

DESIGN AND VISUAL ARTS

- 92% of Design and Technology students achieved a mark in the top two performance bands (Bands 5 and 6)
- 77% of Engineering Studies students achieved a mark in the top two performance bands (Bands 5 and 6)
- 83% of Software Engineering students achieved a mark in the top three performance bands (Bands 5 and 6)
- 94% of Visual Arts students achieved a mark in the top three performance bands (Bands 5 and 6)

HUMANITIES & CHRISTIAN DEVELOPMENT

- 85% of Studies of Religion 1 students achieved a mark in the top three performance bands (Bands 5 and 6)
- 83% of Aboriginal Studies students achieved a mark in the top two performance bands (Bands 5 and 6)
- 72% of Legal Studies students achieved a mark in the top two performance bands (Bands 5 and 6)
- 70% of Modern History students achieved a mark in the top two performance bands (Bands 5 and 6)

ENGLISH

- 90% of English Advanced students achieved a mark in the top two performance bands (Bands 5 and 6)
- 100% of English Extension 1 students achieved a mark in the top two performance bands (Bands E3 and E4)

MATHEMATICS

- 88% of Mathematics Advanced students achieved a mark in the top two performance bands (Bands 5 and 6)

SCIENCE

- 100% of Science Extension students achieved a mark in the top two performance bands (Bands E3 and E4)



IBDP SUBJECT HIGHLIGHTS

99.17

AVERAGE ATAR FOR
TOP 10% OF STUDENTS

This points to the dedication and excellence of our teaching staff, which was matched by the commitment and discipline shown by this student cohort.

ENGLISH

100% of English A Literature Higher Level students achieved a mark in the top two grades (Grade 6 and 7)
100% of English A Literature Standard Level students achieved a mark in the top two grades (Grade 6 and 7)
84% of English A Language and Literature Higher Level students achieved a mark in the top two grades (Grade 6 and 7)

HUMANITIES & PHILOSOPHY

100% of Global Politics Standard Level students achieved a mark in the top two grades (Grade 6 and 7)
100% of Philosophy Higher Level students achieved a mark in the top two grades (Grade 6 and 7)
100% of Philosophy Standard Level students achieved a mark in the top two grades (Grade 6 and 7)
85% of Psychology Higher Level students achieved a mark in the top two grades (Grade 6 and 7)
67% of History of Europe Higher Level students achieved a mark in the top two grades (Grade 6 and 7)

LANGUAGES

100% of Chinese B Standard Level students achieved a mark in the top two grades (Grade 6 and 7)
100% of German B Higher Level students achieved a mark in the top grade (Grade 7)
100% of German B Standard Level students achieved a mark in the top grade (Grade 7)
100% of Japanese Ab Initio Standard Level students achieved a mark in the top two grades (Grade 6 and 7)
70% of Spanish Ab Initio Standard Level students achieved a mark in the top two grades (Grade 6 and 7)

MUSIC

100% of Music Higher Level students achieved a mark in the top grade (Grade 7)

SCIENCE

100% of Sports Exercise Science students achieved a mark in the top grade (Grade 7)
100% of Chemistry Higher Level students achieved a mark in the top two grades (Grade 6 and 7)
100% of Physics Higher Level students achieved a mark in the top two grades (Grade 6 and 7)
91% of Environmental Systems and Societies Standard level students achieved a mark in the top two grades (Grade 6 and 7)
76% of Biology Standard Level students achieved a mark in the top two grades (Grade 6 and 7)
75% of Computer Science Higher Level students achieved a mark in the top two grades (Grade 6 and 7)

MATHEMATICS

60% of Mathematics Analysis and Approaches Higher Level students achieved a mark in the top two grades (Grade 6 and 7)

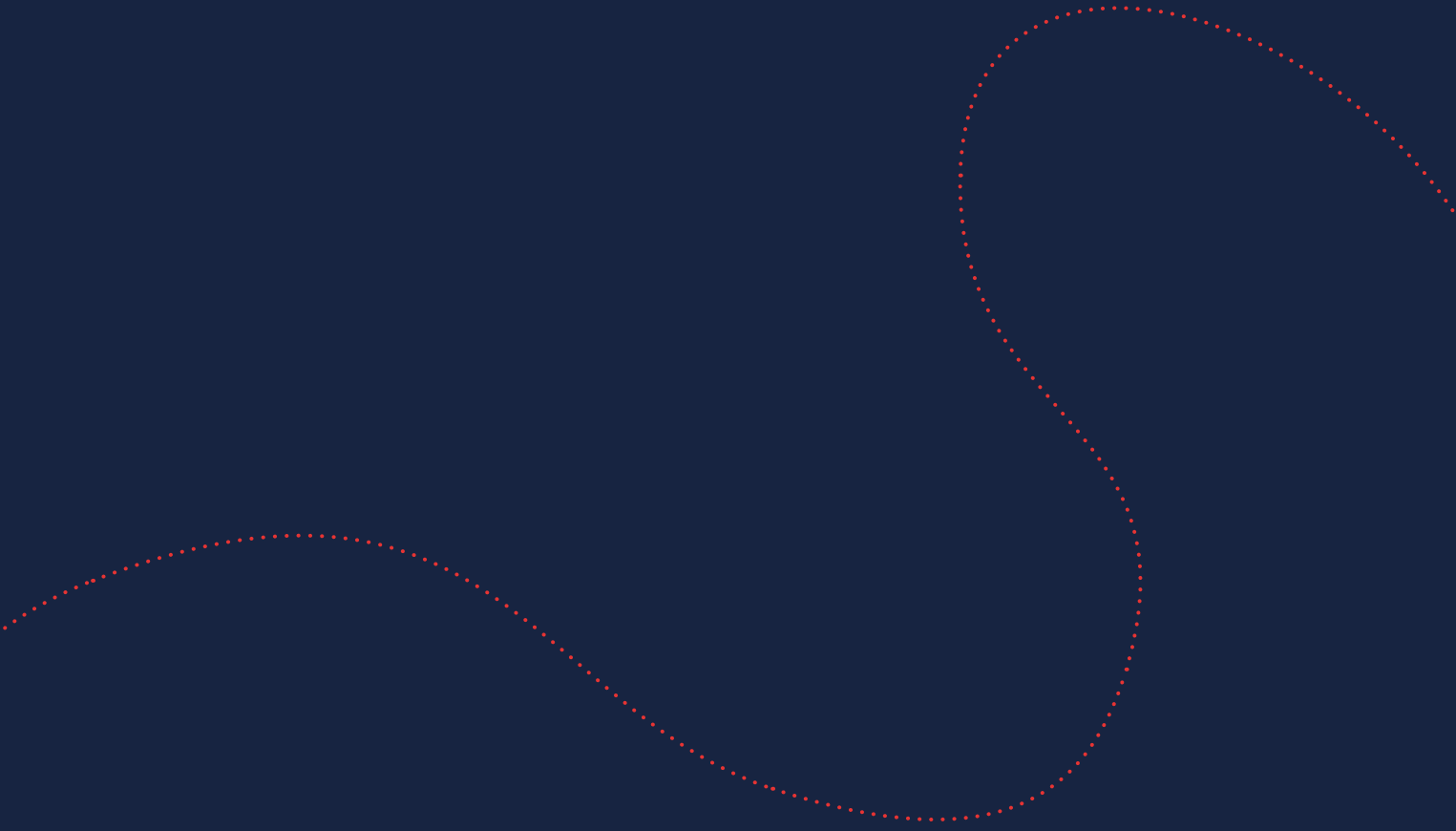
THEORY OF KNOWLEDGE

81% of Theory of Knowledge students achieved a grade A or B



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